



Students with Disabilities or Limited English Proficiency

A. Who Are Students with Disabilities?

Students with disabilities are students who need specially designed instruction to meet their learning goals. The Individuals with Disabilities Education Act (IDEA) is the Federal legislation that guarantees a free, appropriate public education to all students ages 3 through 21 with disabilities. Students with disabilities will have an IEP, an Individualized Education Plan, which guides their special education instruction.

Students who are not eligible to receive special education services under IDEA may receive services as a result of section 504 of the Rehabilitation Act. This legislation provides individuals with disabilities (“any person who has a physical or mental impairment which substantially limits a major life activity, e.g., learning”) with protection against discrimination in all federally assisted programs and activities. Often such students have temporary physical problems or suffer from illnesses that have not progressed to a point wherein they need special education. Some students with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) receive services under the protection of section 504, while others receive special education services. Students receiving services under section 504, may or may not have an IEP or a similar document, depending on state or local requirements.

B. Who are Limited English Proficient Students?

There is no common operational definition used by states to identify LEP students. A term that is sometimes used is “English Language Learner” recognizing that these students are in the process of acquiring English language skills and knowledge. Unlike disabilities, which usually are permanent, limited English proficiency is considered to be a transitional state. At some point, the student will no longer be LEP, or at least will be able to receive instruction and be assessed entirely in English.

The LEP student population is very diverse; they come from many different language, home, and educational backgrounds. Although about three-quarters of all LEP students have Spanish as their language background, approximately 25 percent come from a great number of other language backgrounds. In addition to great language diversity, LEP students have diverse educational experiences and differing amounts of prior exposure to English. Some have good literacy skills and school experiences in their native language, others have received some or all instruction in English, and others have poor skills and experiences in both English and their native language.

C. Use the NAEP Criteria to Determine if a Student with a Disability or Limited English Proficiency Can be Assessed

NAEP is a timed assessment administered in English to groups of students. The intent is to include all selected students. However, some students with disabilities and some students with limited English proficiency may not be able to participate under these conditions. The original list from which the sample was selected included all students in the grade, regardless of whether or not they could participate. NAEP has developed strict criteria that all schools around the country should use whenever the assessability of a selected student is in doubt. For the assessment to be comparable within states and across states, strict adherence to these criteria is very important.

Some SD and/or LEP students require accommodations to participate in testing programs. NAEP supports inclusion and permits the vast majority of accommodations. In 2000, one-half of the schools in NAEP will be allowed to offer accommodations as described in this chapter. This is because the 2000 assessment will be used to link past assessments to report trends in mathematics and science achievement. During previous mathematics and science assessments, accommodations were not allowed. Dividing the school sample in half is a way to balance the need to report on trends in mathematics and science with the new, more inclusive, assessments that allow for testing with accommodations. In this way, trends over time in achievement levels can be accurately reported, and NAEP is able to be more inclusive by allowing half of the schools to offer accommodations.

To determine if your school is part of the sample that offers accommodations, refer to the box in the upper left corner of the Administration Schedule labeled “Accommodations.” This box will indicate either a “YES” or “NO.” At the assessment administrator training, you will receive the appropriate Criteria for Inclusion for your school. These criteria will also indicate whether accommodations should be offered in your school. Criteria for schools that will be allowed to offer accommodations are shown on the following pages. Section F describes these accommodations in greater detail.

Criteria For Including Students with Disabilities and Students with Limited English Proficiency in NAEP Assessments

NAEP has developed strict criteria for all schools around the country to use wherever there is doubt about the assessability of a selected student. For the assessments to be comparable within states and across states, it is very important that all schools adhere to these criteria.

1. Students with Disabilities

A student identified on the Administration Schedule as having a disability (SD), that is, a student with an Individualized Education Plan (IEP) or equivalent classification, **should be included** in the NAEP assessment **unless**:

- ★ The IEP team or equivalent group has determined that the student cannot participate in assessments such as NAEP, **OR**
- ★ The student's cognitive functioning is so severely impaired that he or she cannot participate, **OR**
- ★ The student's IEP **requires** that the student be tested with an accommodation that NAEP does not permit, and the student cannot demonstrate his or her knowledge of mathematics or science without that accommodation.

2. Students with Limited English Proficiency

A student who is identified on the Administration Schedule as limited English proficient (LEP) and who is a native speaker of a language other than English **should be included** in the NAEP assessment **unless**:

- ★ The student has received mathematics or science instruction primarily in English for less than 3 school years including the current year, **AND**
- ★ The student cannot demonstrate his or her knowledge of mathematics or science in English even with an accommodation permitted by NAEP.

3. Consult with School Staff

The decision regarding whether any of the students identified as SD or LEP cannot be included in the assessment should be made in consultation with knowledgeable school staff. The following questions in the SD/LEP Questionnaire also pertain to this decision.

- ★ Students with disabilities: Questions 3 and 10 through 17.
- ★ Students with limited English proficiency: Questions 20, 21, and 26 through 30.

**WHEN IN DOUBT, INCLUDE THE STUDENT.
SEE BACK FOR FURTHER EXPLANATION AND LIST OF THE OFFERED ACCOMMODATIONS.**

Criteria (Continued)

Further Explanations for LEP Students

The phrase “less than 3 school years including the current year” means 0, 1, or 2 school years. Therefore, in applying the criteria, you should perform the following:

- ★ **Include** without any accommodation all LEP students who have received mathematics or science instruction primarily in English for 3 or more years and those who are in their third year;
- ★ **Include** without any accommodation all other LEP students who can demonstrate their knowledge of mathematics or science **without** an accommodation;
- ★ **Include** and provide accommodations permitted by NAEP to other LEP students who can demonstrate their knowledge of mathematics or science only with those accommodations; and
- ★ **Exclude** LEP students **ONLY if they cannot** demonstrate their knowledge of mathematics or science even with an accommodation permitted by NAEP.

Accommodations Most Frequently Offered by NAEP

Mathematics Sessions

- ★ Bilingual booklet
- ★ Bilingual dictionary
- ★ Large-print booklet
- ★ Extended time in regular session
- ★ Read aloud in regular session
- ★ Small group
- ★ One-on-one
- ★ Scribe or use of computer – used to record answers
- ★ Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment

Science Sessions

- ★ Glossary in Spanish
- ★ Bilingual dictionary
- ★ Large-print booklet
- ★ Extended time in regular session
- ★ Read aloud in regular session
- ★ Small group
- ★ One-on-one
- ★ Scribe or use of computer – used to record answers
- ★ Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment

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E. Complete the Top of the Administration Schedule

Fill in the day, date, time, and location of the session. In the summary box, enter the number of:

- ★ Newly enrolled students sampled (# **New Enrollee Sample**);
- ★ Students who are officially withdrawn from school or who are ineligible (# **Withdrawn & Ineligible**); and
- ★ Students who cannot be included (# **Excluded**).

To determine the number of students to be assessed:

1. Add the number of newly enrolled students sampled (# **New Enrollee Sample**) to the number in the original sample (# **Original Sample**) and enter the total on the “**Total in Sample**” line.
2. Subtract the number of students withdrawn/ineligible and the number excluded from the “**Total in Sample**” and enter the difference as the number “**TO BE ASSESSED**,” as shown here.

ADMINISTRATION SCHEDULE		Page 1																								
School #: <u>16B-100-1</u>	Session Type: <u>Math</u>	 <p>2000 State Administration Schedule</p> <p>Grid if Makeup Held Makeup Date <input type="radio"/> _____</p>																								
School Name: <u>Central Middle School</u>	Grade: <u>8</u>																									
Administrator's Name: <u>Carol Johnson</u>																										
Original session scheduled for: Day/Date: <u>Thurs/Feb. 3</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%; text-align: right;">30</td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: right;"># Original Sample</td> </tr> <tr> <td style="text-align: right;">+</td> <td style="text-align: right;">1</td> <td></td> <td style="text-align: right;"># New Enrollee Sample</td> </tr> <tr> <td style="text-align: right;">=</td> <td style="text-align: right;">31</td> <td></td> <td style="text-align: right;">Total in Sample</td> </tr> <tr> <td style="text-align: right;">-</td> <td style="text-align: right;">2</td> <td></td> <td style="text-align: right;"># Withdrawn & Ineligible (Admin. Codes 51 & 55)</td> </tr> <tr> <td style="text-align: right;">-</td> <td style="text-align: right;">1</td> <td></td> <td style="text-align: right;"># Excluded (Admin. Codes 60-66)</td> </tr> <tr> <td></td> <td style="text-align: right;">28</td> <td></td> <td style="text-align: right;">TO BE ASSESSED</td> </tr> </table>		30		# Original Sample	+	1		# New Enrollee Sample	=	31		Total in Sample	-	2		# Withdrawn & Ineligible (Admin. Codes 51 & 55)	-	1		# Excluded (Admin. Codes 60-66)		28		TO BE ASSESSED
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If your school will not be offering accommodations, please continue with Chapter 4 on page 53.

If your school will be offering accommodations, continue with page 47, "Accommodations Offered by NAEP."

F. Accommodations Offered by NAEP

Only students with disabilities and students with limited English proficiency may receive accommodations in NAEP assessments AND the accommodations each receives must be specified in his/her IEP or routinely used in testing the student. The most commonly provided accommodations are listed below and described on the following pages. Other accommodations will be permitted if they do not affect the test or jeopardize the security of the assessment items. If you have any questions regarding providing accommodations, please contact your NAEP state supervisor.

Session Type	Admin. Code	Accommodations	
Math	71	Bilingual booklet ¹	NAEP provides bilingual booklet. School provides bilingual dictionary. NAEP provides booklet for schools to enlarge.
	72	Bilingual dictionary	
	73	Large-print booklet ¹	
	74	Extended time in regular session	
	75	Read aloud in regular session	
	76	Small group	
	77	One-on-one	School provides.
	78	Scribe or use of a computer	
	79	Other ²	
Science	71	Glossary in Spanish ¹	NAEP provides science booklet and glossary. School provides bilingual dictionary. NAEP provides booklet for schools to enlarge.
	72	Bilingual dictionary	
	73	Large-print booklet ¹	
	74	Extended time in regular session	
	75	Read aloud in regular session	
	76	Small group	
	77	One-on-one	School provides.
	78	Scribe or use of a computer	
	79	Other ²	

¹ An accommodation booklet will need to be assigned and the new booklet ID number should be noted on the Administration Schedule. The accommodation booklets are not simpler or easier booklets. One of the regular booklets was chosen for translation and another for enlarging.

² Other accommodations (such as earphones for hearing impaired, signers for the deaf, magnifying equipment, translators) will be allowed if provided by the school and specified in the student's IEP.

Brief Descriptions of the Accommodations Most Frequently Provided:

★ **Bilingual mathematics booklet** (Admin. Code 71) - NAEP has a bilingual mathematics booklet available for students whose IEP requires one. Designated schools will receive up to five booklets in their shipment. If you will need more than five, call NCS at 1-888-627-6237. When this booklet is open, generally one page will be in Spanish, and the facing page will contain the same directions/questions, but in English. The exception to this rule is when a series of questions relates to a graph or other figure. All such questions in the series are presented in Spanish first (and may go on to the facing page). Then, the series is repeated in English. Students will be able to answer on either the Spanish or English side; they will not be penalized if they answer some questions in Spanish and others in English.

Because the directions are read out loud in Spanish, students using bilingual books will need additional time and should be administered in separate sessions. These assessments will require a separate testing space, which presumably will be a regular classroom. The school may choose to run consecutive sessions, so it may be possible to use the same classroom; otherwise, they may move the bilingual session into another space. You should ascertain this before the assessment day.

You should have someone at the school who is proficient in Spanish read the Spanish script. This script will be packaged with the bilingual mathematics booklets. Information on conducting a separate accommodation session using the bilingual script can be found in Appendix D.

★ **Glossary of science terms in Spanish**

(Admin. Code 71) - NAEP has developed an English-Spanish glossary of the science terms used in the science sessions. You will have a small supply and can order more from NCS (1-888-627-6237). Only LEP students who have received instruction primarily in English for less than 3 full school years and whose IEP requires using either a Spanish language test, word list, or glossary should be offered the glossary. Students receiving the glossary will receive an accommodation booklet and a science kit and may need extended time.

★ **Bilingual dictionary** (Admin. Code 72) - The student may use his/her bilingual dictionary or one provided by the school if his/her IEP requires one. (NAEP will not provide bilingual dictionaries.)

★ **Large-print booklet** (Admin. Code 73) - If the student's IEP requires testing with large-print materials or magnifying devices, a specific mathematics and science booklet is available for you to enlarge. This mathematics and science booklet can be requested by calling NCS at 1-888-627-6237.

★ **Extended time in regular session** (Admin. Code 74) - Any student whose IEP requires an extended-time accommodation may be assessed during the regular session. He or she will be timed with the others but will be told that following the session, he or she may go back and continue working on the cognitive sections. The only limit for extended time is that the student may not take more than three times the regular time allocated for a particular section of the booklet.

When a student requires extended time, it is important that the total time the student took for the cognitive sections be recorded on the front cover of the student's booklet. Record the amount of time used in the three columns of the **"ADMIN USE ONLY"** box on the booklet cover. Note that you should zero-fill these boxes. The following is an example of the mathematics booklet cover for a student who took 60 minutes to complete the cognitive sections. If the student did not use extra time, record the regular time allowed for the cognitive sections in these boxes.

ADMIN USE ONLY		
0	6	0
●	0	●
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	●	6
7	7	7
8	8	8
9	9	9

★ **Read aloud in regular session** (Admin. Code 75) - A student whose IEP requires read aloud will be instructed to raise his or her hand if he or she needs a word, phrase, or sentence read aloud.

★ **Small group** (Admin. Code 76) - A separate session may be held for a student who is easily distracted or who has other difficulties in a large group setting, if his/her IEP requires it.

★ **One-on-one** (Admin. Code 77) - Some students may have IEPs that require testing in a one-on-one environment. If that student regularly works with a facilitator provided by the school, that person should be there for the assessment.

★ **Scribe or use of computer** (Admin. Code 78) - If a student's IEP requires the use of a scribe or computer to record answers under regular testing situations, it will be allowed for the NAEP assessment.

★ **Other, specify on cover** (Admin. Code 79) - Some accommodations not listed above may be required by the IEP of the students sampled for the assessment. For instance, some hearing-impaired students may require the administrator to wear a small microphone or a deaf student may require a sign language interpreter. These types of accommodations are also allowed by NAEP. If a student in your school requires an accommodation that has not been mentioned and you have some doubt as to whether to allow the accommodation, call your NAEP state supervisor for guidance. If you use an accommodation that is not one of those listed here, you would use Admin. Code 79 to indicate "other." After the session, note on the front cover of the booklet the type of accommodation offered.

Students who are accommodated sometimes use more than one accommodation. For example, a student requiring one-on-one testing may also require extended time or help recording answers. For this reason, NAEP developed codes that are the “primary” and the “acceptable additional” accommodations we

expect will be used. This means that only one Administration Code will be used even though a student may be receiving several accommodations. For any student who requires extended time as a secondary accommodation, you will need to record the total amount of time used for the cognitive sections as described on page 49.

Admin. Code	Primary Accommodation	Acceptable Additional Accommodations
71	Bilingual booklet/Spanish glossary	Extended time; usually small group or one-on-one for bilingual booklet
72	Bilingual dictionary	Extended time
73	Large-print booklet	Magnifying equipment; extended time; usually small group or one-on-one
74	Extended time in regular session	
75	Read aloud in regular session	
76	Small group	Extended time; read directions/questions aloud
77	One-on-one	Extended time; help recording answers; read aloud
78	Scribe or use of computer	Extended time
79	Other (Specify on cover)	

G. Procedures for Offering Accommodations

If after reviewing the criteria and list of allowable accommodations knowledgeable school staff determine that an SD/LEP student will require an accommodation in order to be included in NAEP, you will need to do the following:

- ★ Record the Administration Code identifying the accommodation required in column “M” of the Administration Schedule.
- ★ If the accommodation is a bilingual or large-print booklet in a mathematics session, or a Spanish glossary or large-print booklet in a science session, you will need to assign an accommodation booklet to the student. Included in the packet of accommodation booklets is a Bundle Slip listing the ID numbers of the enclosed booklets. You should assign the booklets in the order in which they are listed on the Bundle Slip.
- ★ To assign an accommodation booklet to the student, record the ID number from the Bundle Slip on the Administration Schedule in column “L” (Accommodation Booklet ID). This booklet is now assigned to the student requiring an accommodation instead of the booklet preassigned on the Administration Schedule. An example of assigning an accommodation booklet is shown on the following page.
- ★ The student’s booklet number on the cover of the SD/LEP Questionnaire should be the Accommodation Booklet ID (Column “L”) for a student assigned an accommodation booklet.
- ★ Make the appropriate arrangements for assessment day. If you are holding a small group or one-on-one session, you should make arrangements for a room for the assessment and for the appropriate school staff to be available, if possible. For example, if a staff member routinely works with a selected SD/LEP student, this person may administer a small group or one-on-one session, even though he or she did not attend the in-person training session. Guidelines for conducting a separate session are included in Appendix D. These guidelines should be reviewed by the trained assessment administrator and any other staff person who will administer a separate accommodation session. Further information about conducting separate accommodation sessions is included on page 61.
- ★ Although separate accommodation sessions are preferably scheduled for the same day as the original session, this may not always be possible. If it cannot be held on the same day, make all attempts to schedule the accommodation session(s) for the same school week.
- ★ Change the accommodations Administration Code to the appropriate absent Administration Code (40 - 48) if the student is absent on assessment day.

Example of Assigning an Accommodation Booklet


STATE/MAIN ASSESSMENT - GRADE 8

TYPE MATHEMATICS BILINGUAL

BUNDLE # 00001

BILINGUAL PROTRACTOR

017 - 040345 - 0
017 - 040368 - 1
017 - 040384 - 2
017 - 040387 - 3
017 - 040392 - 4



000000061 - 9

Column "L" Column "M"

[illegible]